DOCUMENT RESUME

ED 151 062 JC 780 152

TITLE Proceedings: Community Educational Services Assembly (1st, Cuyahoga Community College, Metropolitan Campus, June 21, 1977).
INSTITUTION Cuyahoga Community Coll., Cleveland, Ohio.
SPONS AGENCY American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.
PUB DATE 21 Jun 77
NOTE 30p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Community Agencies (Public); Community Colleges; *Community Development; Community Education; *Community Service Programs; *Educational Coordination; Foundation Programs; *Interagency Cooperation; Interinstitutional Cooperation; *Junior Colleges; Regional Cooperation

ABSTRACT

The first annual Community Educational Services Assembly brought together 95 representatives of community organizations and educational institutions in the Cleveland area to identify the educational needs of their constituents and available resources for educational collaboration between community colleges and urban agencies. Presentations by Richard Tompkins and Steven Minter on "The Community Service Function of Educational Institutions: Some Thoughts on Cooperative Programming" make up the bulk of the document. The first author gives examples of three agencies that developed regional perinatal care, management training, and consumer-oriented programs. The second author discusses six broad activity areas proposed by communities, including revitalization of neighborhoods, services to children with special needs, services to the elderly, leadership development activities, development of advocacy programs, and services for women. A summary list of 16 constituency groups ranging from semi-literates to service groups and their relevant target skills is presented, with skill areas divided into basic, technical, community research, community leadership, and management. An attendance list and sample participant information sheet are included. (LH)

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PROCEEDINGS

THE FIRST COMMUNITY EDUCATIONAL SERVICES ASSEMBLY

COMMUNITY EDUCATION CONFERENCE

ON

COMMUNITY COLLEGE/URBAN AGENCY COOPERATION

JUNE 21, 1977

Edited by

Brian Donnelly, Ph. D.

Rae Rohfeld, Ph. D.

Metropolitan Campus

Cuyahoga Community College

Partial support given through

The Mott Community Education Fellowship

To Brian Donnelly

From

National Center for Community Education

American Association of Community and Junior Colleges

JC 780 152

PROCEEDINGS

COMMUNITY EDUCATIONAL SERVICES ASSEMBLY

CUYAHOGA COMMUNITY COLLEGE

METROPOLITAN CAMPUS

JUNE 21, 1977

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PREFACE

I believe that community colleges have a special role to play in bringing diverse educational resources to bear on the potential resolution of urban problems. That role is yet being defined.

One part of the role definition is related to the identification of potential educational resources in social service agencies as well as in school systems. The urban community college by virtue of working with sets of agencies attempting to resolve different aspects of the same or similar community problems would theoretically be able to deliver educational programs which would exceed the ability of the college or any one agency to produce alone.

The First Annual Community Educational Services Assembly at Cuyahoga Community College was based on the tested assumption that many different neighboring agencies had existing resources which could be used in part for specific educational purposes. Furthermore, the Metropolitan Campus, as the urban/metropolitan campus of Cuyahoga Community College, has an expressed commitment to design strategies to use existing college and community resources in an attempt to solve community problems.

The Community Educational Services Assembly provided an opportunity for the campus to think with some agency personnel about:

a) the idea of social service agency/community college collaboration,

b) potential resources in agencies which may be used for educational purposes, and

c) community problems and clientele needs which may lend themselves in particular to resolution through educational programs.

The National Center for Community Education at the American Association for Community and Junior Colleges under the direction of Suzanne Fletcher, has provided support for national, regional, and local programs aimed at enhancing relations between colleges and school boards. Ms. Fletcher and the National Center provided me a fellowship to encourage support in looking at community education approaches which entail collaboration between social service agencies as well as school systems and the urban/metropolitan campus of a multi-unit community college in particular. The Community Educational Services Assembly and the Proceedings represent fellowship outcomes aimed at helping to define the role of the community college in community education.

Dr. Rae Rohfeld provided a great deal of support and specific attention to the development of the Assembly and the compiling and drafting of the Proceedings. Her effort has been instrumental in moving the Assembly and the Proceedings to completion.

Dr. Nolen Ellison, Chancellor of Cuyahoga Community College and Dr. Jack Burns, President of the Metropolitan Campus, provided encouragement and support to the Assembly idea. They each believe in the special role the campus has to link other agencies to problem-solving approaches.

The Proceedings provides a description of a community education approach involving the community college in collaboration with social service agencies. It is hoped that the Proceedings will help to give shape to the community education role of community colleges.

Brian Donnelly, Ph. D.
Dean, Community Educational Services
1977

Community Educational Services Assembly
June 21, 1977

THE COMMUNITY SERVICE FUNCTION OF EDUCATIONAL INSTITUTIONS: SOME THOUGHTS ON COOPERATIVE PROGRAMMING

Comments by Richard Tompkins and Steven Minter,
Cleveland Foundation Program Officers

Edited and Abridged

Richard Tompkins:

Brian Donnelly asked us to join you today to talk about the ways educational institutions can fulfill their broader community service functions and work with other community institutions to identify and solve mutual problems. Thus, an assumption underlying these remarks is that educational institutions have resources that can be deployed in community environments as well as on their particular campuses. That is an assumption with which I would generally agree, although it is one that bears testing in the specifics of a situation.

To structure this discussion, I went back through a number of grant applications that The Cleveland Foundation received over the last three years and tried to pick out several that illustrated either existing or potential relationships between higher educational institutions and agencies providing services to neighborhoods or larger areas in the Cleveland area. I hope to use a number of these as examples to suggest some general principles that might be useful in thinking about such cooperation.

The grant that best illustrates a range of opportunities has been the development of a regional perinatal care program. The leadership and initiative has come from CWRU, and organized medicine and hospitals as well. Over the last ten years there has been a tremendous technological change in dealing with high-risk pregnancies. It is now possible to identify high-risk pregnancies at various points in the pregnancy and to provide a range of new services, ranging from nutrition services for pregnant women to technically

sophisticated medical techniques. The goal of the regional perinatal program is to screen every birth in Cuyahoga County and then refer the mother, baby and physician to the most appropriate services or to the facilities that the mother requires, hopefully yielding substantial reductions in infant mortality and morbidity. It turns out that once you develop an information system and start to screen all these women, you realize that there are a host of educational needs for parents and medical care providers who are operating in the system. Some mothers will have increasing need for nutrition education or for other kinds of programs that could ameliorate high-risk situations. Physicians will need continuing education and feedback on the kinds of conditions that are high-risk, how to handle them and when not to handle them. Nurses in special care nurseries of selected hospitals will need to know how to determine when an infant is at such risk that it should not be in that nursery and what alternative steps to take. People in the emergency care system will need new information about transporting the high-risk mother and infant, either before or after birth. A whole range of continuing education needs have emerged from the implementation of the information system and are built into the regional program.

The constituencies that are receiving educational services--the nurses, the physicians, the patients themselves--are probably receiving them at what, for lack of a better word, I will call "teachable moments." These are times when they are likely to be receptive to receiving new information. As community agencies and institutions of education get together in developing programs to serve various clientele, this is a key to focus on. A teachable moment might be triggered by an event like pregnancy, or it may be triggered by a major system change--for example, trying to screen 25,000 births. As this system to handle high risk pregnancies is being implemented, it's an ideal time to really rethink and revamp what's happening in the way various

constituencies are trained.

Spinoffs will come from the regional program. One that might be of interest to neighborhood agencies and constituencies is that for the first time we will have very clear information on teenage pregnancy, its demography and epidemiology, and how it is related to other problems. It may well be that new information coming through the screening process would enable the community to build and put together some very effective and important educational programs for the teenage mother-to-be, or possibly even some effective preventive programs.

There are other educational services that do not necessarily relate to a major systems change but nevertheless are quite important. For almost ten years CWRU was running an advanced management training program. People who were on their way up in major corporate concerns here in the Cleveland area would come one day a week for continuing education over a 30 or 40-week period. They would receive basic background information in accounting, operations research, marketing, business planning and organizational development.

When we first looked at that program over three years ago, two major characteristics struck us. First of all, it had never accepted anyone from the nonprofit sector. Yet many of the skills being taught were useful for the management of complex nonprofit organizations as well as profit-making companies. This was an educational program that was serving one clientele, but had a much broader potential market. Secondly, the program itself had never accepted anyone in that ten-year period who was not a white male. No minority students had been in the program during that period, nor had there been any women. We suggested to the program directors that it might be useful for them to consider taking some individuals from the nonprofit sector on an experimental basis. As a result of drawing some individuals from the nonprofit sector, they also obtained their first class with other than white males. Through that experience, they found that the diversity was helpful to the program and its participants.

They then went out and recruited people from the private sector who had for one reason or another been excluded from the program before. This example suggests that it is probably possible to expand the clientele in traditional programs and make major contributions. People running such programs ought to think systematically about constituencies that are being left out and that might be well served if they were included, perhaps with minor re-tailoring of the program.

My third example focuses on consumers. The Greater Cleveland Hospital Association has a television network that broadcasts microwave television services into many of the hospitals in the Greater Cleveland area. For a number of years, the Hospital Association had been providing continuing education for hospital personnel. In the last two years, in its first major venture in consumer education, the Hospital Association joined with the resources of the Cleveland Clinic in an attempt to develop four programs on nutrition education for post-heart attack patients. These four programs are production-quality TV video programs that can be used with a hospital audience. The programs in and of themselves are interesting and useful. The thing that struck me, in addition to having such television programs in the hospital, was that there is a whole range of educational needs that go with the television package. These might include follow-up materials for patients about meal preparation and menu planning, or site visits to the patients' homes at intervals after the hospitalization to see whether there is still interest in compliance with the ideas that were suggested in the films. Evaluation of the program itself might show whether the program is reaching the people that it should reach, whether they are retaining the information, and whether the information is affecting their behavior. A whole range of programs in the consumer area are potentially available and helpful for agencies to think about and work with.

One final set of examples where educational organizations might be helpful relates to the control and accountability of various kinds of public and private organizations. I have had an opportunity to work with many fine organizations and institutions and meet their board members, and I have been struck by the consistency of educational needs that all these boards have, whether they be neighborhood organizations or larger city-wide groups. Invariably there is need for assistance in understanding budgets, financial reports, and many of the nuts-and-bolts management questions that are important as agencies receive substantial contracts from government funding sources or as agencies are operating under increasingly tighter resource constraints. One could find many other examples of opportunities for board development.

One of the pleasures of working at The Cleveland Foundation is that I learn about many people who are doing exciting and interesting things. It's always fun to come and talk about what others are doing, and it's very easy because of the useful, high-quality work going on in this city.

Thank you.

Steven Minter:

As Rich indicated, we thought that the best way of illustrating major community concerns was to report what agencies felt the issues were, rather than to come and present our own views on problems. It is quite striking to us as program officers that practically every organization has what it considers a "new, vital, dynamic, creative, first-of-a-kind" idea with just the right caliber of personnel ready to do things. What we found very sobering in going back over records is the tremendous consistency in the themes regarded as major kinds of community problems that need to be tackled. In almost every one of the areas that I will touch on, there are many examples of single organizations that are attempting to have just that right program for a certain segment of the population. It is really a challenge to the community to try to figure

out how to get more than one institution to collaborate.

I want to highlight six activities in broad areas that jumped out at me as I looked through the proposals we were getting from the community and--in some instances--we were initiating in the community over the past three and one half to four years. They are revitalization of neighborhoods, services to children with special needs, services for the elderly, leadership development activities, development of advocacy programs and services for women. You will immediately recognize that, with the possible exception of services for women (although I'm sure Evelyn Bonder will claim that it goes back more than a decade in her instance), none of these are new, dynamic exciting themes. They are all areas of basic importance to a community, and they are all areas in which we constantly strive to find a new way or a more effective way of developing a program.

Let me begin with the one that stands out, revitalization of neighborhoods. We have gone through the days of the War on Poverty and of very expensive and ineffective urban renewal programs, and we find ourselves in a situation in which the director of the National Center for Urban Ethnic Affairs could say recently to the Council on Foundations that we have got to realize it's pretty hard to save the cities and rebuild the cities. That is too massive an undertaking. Instead, we need to orient ourselves toward rebuilding and saving neighborhoods. After all, cities are only made up of groups of neighborhoods; any number of efforts are going on in Greater Cleveland at the present time to try and revitalize neighborhoods--efforts which require trained manpower, which require collaboration. There are some programs which approach this from largely a social service orientation, some from a cultural arts orientation, some from housing rehabilitation, some from manpower perspectives. There are some that are approaching this issue primarily from a community organization perspective.

At least 15 or 16 agencies like The Cleveland Foundation will trumpet in their annual reports how much they are doing to try to make a contribution toward neighborhood revitalization. Important questions for community institutions, therefore, are how much are we doing together or in a collaborative way, and what is it that we can learn from others' successes. There are in Cleveland currently some six or seven economic development corporations that have come into being. There are a similar number of neighborhood organizations which would claim that they are now starting to have an impact in their neighborhoods, whether it be in Glenville, Fairfax, Buckeye-Woodland, Collinwood, whether it be the Near West Side or the Old Brooklyn Development Corporation. I think I could name any number of them which are out scurrying for manpower, for trained volunteers, for the student interns that have become such an important resource from the graduate and undergraduate institutions and from the community colleges. They are all there.

A second emphasis or re-emphasis in recent years has been trying to deal with children who have special needs, especially children with handicaps. There are four or five agencies that have received grants from the Foundation, and at least a dozen more who would like to receive grants, all of whom are saying they want to serve a particular segment of the handicapped population. There are situations that require a great deal of training and retraining of staff. At least in the social service docket at the Foundation, most of which I handle, I would say half of all the proposals that come in deal with an organization's need for staff training or retraining or technical assistance or how to re-deploy manpower, or wanting to re-evaluate what it is doing. Each organization tends to believe that it has a unique problem. Frankly, when you stand a little further away, you could probably identify five or six organizations that all say they need a similar thing. It is difficult to overcome some of the jurisdictional problems and get them together.

A third and emerging area of interest is in providing services for the elderly. We are somewhat belatedly discovering that in the city of Cleveland, 12 percent of the population is 65 years of age or older. We have a population that is getting older. We have a host of federal programs. A recent General Acoounting Office study identified 23 different programs in Cleveland receiving federal money. The study also looked at what kinds of services people were getting and not getting, and it documented very clearly that there was often a major disparity between where services were being provided and where people actually lived. It also showed something quite striking: With all of the talk concerning the declining influence of family, friends and neighborhood, I would have ventured to guess that most of the elderly persons who get help get it from social agencies or find themselves isolated. Yet we find that when they need help, they get it from family and from neighbors or friends. In fact, a major constellation of services is still being provided by neighbors and family. We have been forced to go back and ask, how do we solve the problems of the frail and elderly? How do we expand day care services for elderly persons? How do we train people who live in the community to provide some basic and important socialization services? How do we have appropriate and proper kinds of discussions with people who, even though they are up in years, still want to talk about sexual problems, family problems and personal problems?

Leadership development is a theme which continues constantly. We really have to identify a new set of leaders. We have to train new board members. In recent years, we have had examples of different organizations which have gotten involved with black leadership development. There is the Inner City Ministers' Professional and Personal Training Program, run by the Human Services Design Lab at the CWRU School of Applied Social Sciences, as an example.

Regarding Cleveland leadership in general, today at a luncheon not too far from here, Campbell Elliott is being honored at his retirement as the head

of the Greater Cleveland Growth Association, and I believe an announcement is being made that a scholarship fund for the Cleveland Leadership Program is being created in his honor. An attempt is going to be made to have here something called Leadership Cleveland which will be similar to Leadership Atlanta, a program boasted by many Atlantans as being the thing which put them on the map. As I look around this room I can pick out many organizations represented which are concerned about leadership development. I think the challenge to us is how to get together and to share each others' lists of who we think are the leaders or potential leaders in whom the community ought to make an investment. It's always fun to call up and ask someone if they have some suggestions. It's like the football scouting pools--they are going to give you all the tried and true names, but you know that there's another list they've got hidden in their pockets. It's a theme we see constantly recurring.

Advocacy has started to make a comeback. There was a period in the mid-1960's when everyone was running around being advocates, and there was a lot of money to do it. Then all the money dried up. A lot of programs went down the tubes. Now any number of organizations have begun to say they don't want to repeat the mistakes that were made in the 1960's; but the reality is that someone must become concerned about children who are in foster care, for example, who should be adopted but are not, and we've got to develop an advocacy program. We now have numbers of persons who are mentally retarded or have severe mental health problems and who have been released from institutions, and we have begun to see the development of advocacy and service organizations to serve them. In the criminal justice area, bail reform, getting persons out of prisons earlier and establishing community links all call for advocates. In the juvenile justice system, we begin to look toward removing status offenders from that system, and we need advocates. Advocacy is an area which may lend itself to cooperation in many different ways.

There are many others I would touch on. Let's take services for women. It is amazing to look at the Foundation records over the past three to four years. I can recite a litany of women's organizations: victim service units, rape crisis programs, crisis housing programs, counseling programs, vocational programs and many others. There is no question that a great many of the more traditional, established social service agencies have failed to take these needs into account and have failed to make their programs come to grips with the kinds of changes that ought to be made. Thus a whole system-outside-the-system has developed; but at some point down the road, these two will have to come together, because there is only so much money. That also ties into advocacy. If you cannot be effective advocates, then you try to go out and set up your own programs.

Those are the six major things that jumped out at me as a reflection of the kinds of things your organizations have been submitting, and I hope you find that helpful in your discussion.

RESPONSES TO QUESTIONS

1. A question on "Leadership Atlanta" mentioned by Mr. Minter in his speech

Steven Minter:

I'll describe the Leadership Atlanta Program in terms of Cleveland because that's the process that is soon going to begin. In the 1960's, Atlanta felt torn and buffeted by the changing of the guard and felt that it had reached the point in its community's history, principally in black-white relations, when something had to be done to try and develop a new group of leaders. It has also been pointed out by some persons that about 10 or 12 years ago, a great many of Atlanta's civic leaders were killed in an airplane crash that wiped out all of the establishment, so to speak. Some persons suggested that had a lot to do with the re-emergence of Atlanta. At any rate, I'm

not being cynical, but there was a feeling that there was a need to identify and bring together people to have discussion, interchange and get to know each other becuase in fact, as we all well know, it's those kinds of personal relationships and linkages and face-to-face encounters that ultimately make things happen.

Each year, Leadership Atlanta's representatives go out and make a wide search of the community. They conduct public advertising and encourage organizations to nominate persons to participate in the program. Individuals can nominate themselves. A Board of Trustees and Selection Committee each year attempt to select a well-rounded, diversified group of 50 to 60 persons who in most instances have not yet arrived at the "top of the ladder" but are likely to get there. A substantial number of them are from business, but each group should have persons from the educational community, the religious community, social service community and all of the different categories that you can think of.

These 50 to 60 persons are featured in an annual report to the community that has pictures and profiles so that over a period of time one builds up a kind of directory of who they are. Those selected must commit themselves to a major community service project and to a year-long program of one full day per month in which they go away and get into all kinds of discussions. Atlantans feel it has been very successful.

It is copied somewhat after a model that was first established in Philadelphia. A number of communities around the country are now attempting to do this. The Cleveland Leadership Program is in its formative stages, and there will probably be a lot of publicity about it in the years to come. I wouldn't want to suggest that that is the only kind of model. I think there

are some other very successful models that have been carried out in this community, but in the Cleveland Leadership Program's attempt to draw people together across a wide range of backgrounds, it reflects what we are trying to do.

2. Question to Mr. Minter regarding the role of the labor movement in the city

Steven Minter:

With respect to the labor movement, I can give you my perspective again. I limit it to the Foundation. What I have seen developed or developing in Cleveland is the labor movement making a decision so that with some exceptions, a lot of its membership is not really being served by many of the current agencies. It has sort of developed its own service system and developed its own programming style. Sometimes this is in collaboration with other institutions, but more often now it is on its own terms. If you follow very closely the development of the United Labor Agency, you will see that it has, within the past couple of years, emerged as a major multi-service unit in the community doing manpower training, involved in corrections, providing services for women offenders, developing group homes, setting up education and training programs, establishing social service programs, getting into alcoholic rehabilitation. You could run down the full gamut, and they are saying that they ought to provide services in five communities, they have a labor constituency, and that is who they are going to serve. I can't comment on why that decision was made to go that way, but that is what we see.

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COMMUNITY EDUCATIONAL SERVICES ASSEMBLY

JUNE 21, 1977

CONSTITUENCIES-SKILLS SUMMARY

In the final discussion period of the Community Educational Services Assembly, participants attempted to summarize the constituency groups with which they work and the skills which might best help each group function more effectively either as individuals or in groups. The following list attempts to reflect the thinking of that session and will hopefully serve as a reference document for the development of cooperative educational programs.

The constituency groups are listed on the left with the relevant skills for each listed on the right. The total list of skills which were identified is summarized at the end of the document.

CONSTITUENCIES	SKILLS
Semi-literate individuals	Basic: literacy, home and survival, self knowledge
Poverty and low income individuals and groups	Basic: money and credit, self-knowledge Technical: home and home equipment, job related
Mentally and physically handicapped individuals and groups	Basic: home and survival Community Research: data collection, utilization of data, resource referral vehicle
Early Childhood-individuals	Basic: home and survival Technical: home and home equipment maintenance Community Research: data collection, resource identification, data utilization, resource referral vehicle Community leadership: neighborhood leadership
Youth - individuals and groups	Basic: money and credit, self-knowledge Technical: home and home equipment maintenance Community Research: resource identification, data utilization vehicle for resource referral

Elderly - individuals and groups	Basic: home and survival, self-knowledge Technical: home and home equipment maintenance Community Research: resource identification, data utilization, resource referral vehicle Community Leadership: group leadership (including human relations), neighborhood leadership, community organization and action, program development
Parents - individuals and groups	Basic: cultural awareness, home and survival Community Research: data collection, resource identification, data utilization, resource referral vehicle Community Leadership: group leadership, neighborhood leadership, community organization and action, program development
Patients - individuals	Basic: cultural awareness, money, credit, self-knowledge Community Research: data collection, resource identification, data utilization, resource referral vehicle Community Leadership: group leadership, neighborhood leadership, community organization, program development
Bilingual - individuals and groups	Basic: cultural awareness, literacy, self-knowledge Community Research: data collection, resource identification, data utilization, resource referral vehicle

	Community Leadership: group leadership, neighborhood leadership, community organization, program development
Ethnics - individuals and groups	Basic: cultural awareness, literacy, self-knowledge
	Community Research: data collection, resource identification, data utilization, resource referral vehicle
	Community Leadership: group leadership, neighborhood leadership, community organization and action, program development
Consumers - individuals and groups	Basic: home and survival, money and credit
	Technical: home and home equipment maintenance
	Community Research: data collection, resource identification, resource referral vehicle, data utilization
	Community Leadership: group leadership, community organization and action, program development
Professionals - individuals and groups	Technical: job-related skills
	Management: overall process, budgeting, program development,, public relations, training
Physicians - individuals and groups	Technical: job-related skills
	Community Research: data utilization, resource referral vehicle
	Management: overall process, budgeting, public relations, training
Volunteer groups	Community Research: data collection, data utilization, resource referral vehicle

	Community Leadership: group leadership, neighborhood leadership, community organization and action, program development Management: overall process, budgeting, program development, public relations, training
Service Organizations	Same as volunteer groups
General Public - Cuyahoga County	All

SUMMARY LIST OF SKILLS IDENTIFIED

I = BASIC

1. cultural awareness
2. home and survival
3. literary
4. money, credit
5. self-knowledge

II = TECHNICAL

1. home and home equipment maintenance
2. job-related skills

III = COMMUNITY RESEARCH

1. data collection
2. data utilization
3. resource identification
4. resource referral vehicle

IV = COMMUNITY LEADERSHIP

1. community organization and action
2. group leadership (building human relations)
3. neighborhood leadership
4. program development

V = MANAGEMENT

1. overall management process
2. budgeting
3. program development
4. public relations
5. teaching, training

COMMUNITY EDUCATIONAL SERVICES ASSEMBLY

June 21, 1977

ATTENDANCE LIST

NAME AND ORGANIZATION	STREET ADDRESS, ZIP AND PHONE
George D. Reitz Academy of Medicine of Cleveland	10525 Carnegie Cleveland, 44106 231-3500
Alice Ashford Central Area Multi Service Center	2018 East 55th Street Cleveland, 44103 432-1170
Jean Luppens Chronic Illness Center	2239 East 55th Street Cleveland, 44103 881-7000
Muriel B. Bristol Church Women United in Greater Cleveland	2230 Euclid Avenue Cleveland, 44115 991-2039
Bonnie Harbaugh Cleveland Area Voter Information Center	1276 West 3rd Cleveland, 44113 781-8375
Joycelyn C. Rucker Cleveland Clinic Foundation	9500 Euclid Avenue Cleveland, 44106 444-5680
Roberta Jones Cleveland Health Education Museum	8911 Euclid Avenue Cleveland, 44106 231-5011
Richard Slosar Cleveland Hearing and Speech Center	11206 Euclid Avenue Cleveland, 44106 231-8787
Germaine Gibian Martin Luther King Library	1962 East 107th Street Cleveland, 44106 795-4117
Clarence W. Mixon Ph. D. Cleveland Scholarship Programs, Inc.	1380 East 6th Street Cleveland, 44114 241-5587

NAME AND ORGANIZATION	STREET ADDRESS, ZIP AND PHONE
Kay McMahon Community Volunteer Services- Federation for Community Planning	1101 Huron Road Cleveland, 44115 781-2944 Ext. 296
Sally K. Ebling Cuyahoga County Cooperative Extension Service, The Ohio State University	3200 West 65th Street Cleveland, 44102 631-1890
Robert J. Fitzgerald Cuyahoga Metropolitan Housing Authority	1441 West 25th Street Cleveland, 44113 621-8231
Lee Bailey Family Health Association	3300 Chester Avenue Cleveland, 44118 432-2577
David C. Nilges The T. W. Grogan Company	640 Hanna Bldg. Cleveland, 44115 871-8028- Home 241-5080- Office
Lois P. McGuire Karamu House	2355 East 89th Street Cleveland, 44106 795-7070
Bill Burges Federation for Community Planning	1001 Huron Road Cleveland, 44115 781-2944
Noreen Haygood Human Services Design Lab (SASS)	Case Western Reserve Univ. Room 326- Yost Hall Cleveland, 44106 368-2000
Howard R. Berger Jewish Community Federation	1750 Euclid Avenue Cleveland, 44115 861-4360

NAME AND ORGANIZATION	STREET ADDRESS, ZIP AND PHONE
Mary Thomas Schaefer Lake Erie Girl Scout Council	1001 Huron Road Cleveland, 44115 241-3180
John B. Moore The Kolff Foundation	10300 Carnegie Cleveland, 44106 421-0268
Marge Grevatt Legal Aid	1223 West 6th Street Cleveland, 44113 681-1900
Anna V. Brown Mayor's Commission on Aging	City of Cleveland Room 42- 601 Lakeside Cleveland, 44114 694-2833
Prudence Wellington National City Bank	629 Euclid Avenue Cleveland, 44114 861-4900 Ext. 770
George Bare National Junior Tennis League Cleveland Trust	P. O. Box 5937 Cleveland, 44101 687-5960
Rita Vincent Navy Finance Center	1240 East 9th Street Cleveland, 44199 522-5514
Walter J. Smith, Jr. United Area Citizens Agency	1011 Huron Road Cleveland, 44115 621-0170
Bonnie Bassis Lay Advocate Project of the Legal Aid Society	1223 West 6th Street Cleveland, 44113 687-1900 Ext. 475
Daniel E. Mazzoraus English Language Program- Spanish American Committee	3026 Scranton Road Cleveland, 44113 696-3220

NAME AND ORGANIZATION	STREET ADDRESS, ZIP AND PHONE
Dorothy Lupracu St. Alexis Hospital	5163 Broadway Avenue Cleveland, 44127 641-3300 Ext. 343 244-0960- Home
Rose M. Drake Urban League of Greater Cleveland	2000 Lee Road Cleveland Heights, 44118 321-9290
Charles Eberhardt Urban League of Cleveland	815 Superior Avenue Cleveland, 44114 861-4200
Raymond O'Loughlin Urban League of Cleveland	815 Superior Avenue Cleveland, 44114 861-4200
Joseph M. Miller Vocational Guidance and Rehabilitation Services	2239 East 55th Street Cleveland, 44103 431-7800
Gladys Howson West Side Community House	21900 Rye Road (Home) Shaker Heights, 44122 991-4854 Bridge & 30th Street- (office)

COLLEGES AND UNIVERSITIES

NAME AND COLLEGE	STREET ADDRESS, ZIP AND PHONE
Shirley Laub Baldwin-Wallace College	275 Eastland Berea, 44017 826-2254
Allan V. Swanson Baldwin-Wallace College	275 Eastland Road Berea, 44017 826-2121
Tom Campbell Cleveland State Univ.	East 24th and Euclid Cleveland, 44115 687-3930
Lynn Russell Lakeland Community College	Route 306 & Route 90 Mentor, 44060 951-1000
Robert C. Koepper Cleveland Center; University Without Walls	257 The Arcade 401 Euclid Cleveland, 44114 781-0228

CUYAHOGA COMMUNITY COLLEGE PERSONNEL

NAME	DEPARTMENT AND EXTENSION
Ruth E. Solis	Foreign Language Ext. 361
Darl E. Ault	Cooperative Educational Grant Ext. 223
Sammie T. Cox	Allied Health Center Ext. 341
Allan T. Etling	Biology Ext. 345
Darrill C. Dalby	Educational Media Ext. 464
Douglas Fox	Instructional Service Center Ext. 215
Dorothy T. Johnson (representative)	Media Technology Ext. 463
Dr. Joan Monahan	English Ext. 364

CUYAHOGA COMMUNITY COLLEGE STUDENTS

NAME	STUDENT OFFICERS
Manoah Burns	Chairman, Student Government
Jackie Whitner	Executive Board
Ronald Patterson	Student Government Senator- Vice President Student Union
Barry Mack	Treasurer, Student Government

SAMPLE INFORMATION SHEET

A set of the completed information sheets may be obtained through the Division of Community Educational Services, Office of the Dean.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 14 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

COMMUNITY EDUCATIONAL SERVICES ASSEMBLY

INFORMATION SHEET

June 21, 1977

CONSTITUENCIES

1. Who are the groups you serve?

2. How many staff members are in your organization?

COMPETENCIES

1. What skills and knowledge may members of the constituency(ies) need in orde to function more effectively?

2. What skills do staff require?

Resources for Collaborative Educational Programs

What resources and strengths does your organization have which could be contributed to collaborative educational programs? (Examples: facilities; ability to identify and recruit client populations; specialized staff):

COMMENTS:

Name: _____ Phone _____

Organization _____

Address _____

_____ Zip _____

PLEASE USE BACK OF SHEET OR AN ATTACHED SHEET, IF MORE SPACE IS NEEDED